(CDE use only)	
Application #	

No Child Left Behind Act of 2001

SINGLE SCHOOL DISTRICT PLAN

**To meet the requirements of the
Local Educational Agency Plan and Single Plan for Student Achievement**

mail original* and two copies to: **California Department of Education
School and District Accountability Division
1430 N Street, Suite 6208
Sacramento, California 95814-5901**

(*subsequent amendments are approved by local board and kept on file; do not submit to CDE)

SSD Plan Information:

Name of Local Educational Agency (LEA): Oak Park Preparatory Academy

County/District Code: 34-67439-0125591

Dates of Plan Duration (should be five-year plan):   2012-13 to 2017-2018

Date of Local Governing Board Approval: November 20, 2014 (annual review)

District Superintendent: Erik Swanson

Address: 2315 34th Street

City: Sacramento   Zip code: 95817

Phone: (916) 649-7900   Fax: (916) 277-7100

Signatures (Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

Erik Swanson

Printed or typed name of Superintendent	Date	Signature of Superintendent

Michelle Johnson

Printed or typed name of Board President	Date	Signature of Board President

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Part I: Background and Overview

Background

The *No Child Left Behind (NCLB) Act of 2001* embodies four key principles (Text of the legislation can be found at http://www.cde.ca.gov/nclb/fr/):

- stronger accountability for results;
- greater flexibility and local control for states, school districts, and schools in the use of federal funds;
- enhanced parental choice for parents of children from disadvantaged backgrounds; and
- a focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

In May 2002, California's State Board of Education (SBE) demonstrated the state's commitment to the development of an accountability system to achieve the goals of NCLB by adopting five Performance Goals:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.
2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
3. By 2005-06, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
5. All students will graduate from high school.

In addition, 12 performance indicators linked to those goals were adopted (see Appendix A), as specified by the U.S. Department of Education (ED). Performance targets, developed for each indicator, were adopted by the SBE in May 2003.

Collectively, NCLB's goals, along with the performance indicators and targets, constitute California's framework for federal accountability. This framework provides the basis for the state's improvement efforts, informing policy decisions by SBE, and implementation efforts by the California Department of Education (CDE) to fully realize the system envisioned by NCLB. It also provides a basis for coordination with California's Legislature and the Governor's Office.

Since 1995, California has been building an educational system consisting of five major components:

- rigorous academic standards
- standards-aligned instructional materials
- standards-based professional development
- standards-aligned assessment
- an accountability structure that measures school effectiveness in light of student achievement

Descriptions of the Consolidated Application, the Local Education Agency Plan, the Single Plan for Student Achievement, and Categorical Program Monitoring

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the Consolidated State Application, the Local Educational Agency Plan, the school-level Single Plan for Student Achievement, and Categorical Program Monitoring.

Below is a brief description of the ways in which these various processes currently are used in California.

The Consolidated Application (ConApp)

The ConApp is the *fiscal* mechanism used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts, and charter schools throughout California. Annually, in June, each LEA submits Part I of the ConApp to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

Part II of the ConApp is submitted in the fall of each year. It contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

The Local Educational Agency Plan (LEA) Plan

The approval of the LEA Plan by the local school board and the State Board of Education is a requirement for receiving federal funding subgrants for NCLB programs. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, LEA Plans describe the actions that LEAs will take to ensure that they meet certain *programmatic* requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental educational services, services to homeless students, and other services as required. In addition, LEA Plans summarize assessment data, school goals and activities from the *Single Plans for Student Achievement* developed by the LEAs schools.

The Single Plan for Student Achievement (SPSA)

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a *Single Plan for Student Achievement (SPSA)* (*Education Code* Section 64001), developed by school site councils with the advice of any applicable school advisory committees. LEAs allocate NCLB funds to schools through the Consolidated Application for Title I, Part A, Title III (Limited English Proficient), and Title V (Innovative Programs/Parental Choice). LEAs may elect to allocate other funds to schools for inclusion in school plans. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the proficient level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

Role of School Site Council

The California *Education Code (EC)*[1] requires the school site council to develop a SPSA for ConApp programs operated at the school or in which the school participates. In addition, Pupil Retention[2] and School and Library Improvement Block Grant programs[3] operated at the school must be included in the SPSA. The school site council must approve the plan, recommend it to the local governing board for approval, monitor implementation of the plan, and evaluate the results. At least annually, the school site council must revise the plan, including proposed expenditures of funds allocated to the school through the ConApp, and recommend it to the local governing board for approval.

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[1]   *EC* Section 64001(a), (d)
[2]   *EC* Section 41507
[3]   *EC* Section 41572

Categorical Program Monitoring (CPM)

State and federal law require CDE to monitor the implementation of categorical programs operated by local educational agencies. This state-level oversight is accomplished in part by conducting on-site reviews of eighteen such programs implemented by local schools and districts. Through CPM, the state monitors one-fourth of all school districts each year. Monitoring visits are conducted by state staff and local administrators trained to review one or more of these programs. The purpose of the review is to verify **compliance** with requirements of each categorical program, and to ensure that program funds are spent to increase student achievement and performance.

Development Process for the Single School District (SSD) Plan

LEAs must develop a single, coordinated, and comprehensive plan that describes the educational services for all students that can be used to guide implementation of federal- and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the Plan should be five years. ***The Plan should be periodically reviewed and updated as needed, but at least once each year.***

Steps:
1. Measure the Effectiveness of Current Improvement Strategies
2. Seek Input from Staff, Advisory Committees, and Community Members
3. Develop or Revise Performance Goals
4. Revise Improvement Strategies and Expenditures
5. Local Governing Board Approval
6. Monitor Implementation

FEDERAL AND STATE PROGRAMS CHECKLIST

Check (√) all applicable programs operated by the LEA. In the "other" category, list any additional programs that are reflected in this Plan.

Federal Programs		State Programs	
√	Title I, Part A		Economic Impact Aid (EIA) – State Compensatory Education
	Title I, Part B, Even Start		EIA – Limited English Proficient
	Title I, Part C, Migrant Education		After-School Education and Safety Programs
	Title I, Part D, Neglected/Delinquent		School and Library Improvement Block Grant
√	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
	Title II, Part D, Enhancing Education Through Technology		Educational Equity
	Title III, Limited English Proficient		Gifted and Talented Education
	Title III, Immigrants		High Priority Schools Grant Program
	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education		School Safety and Violence Prevention Act (AB1113, AB 658)
	Career Technical Education		Healthy Start
	McKinney-Vento Homeless Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	Individuals with Disabilities Education Act (IDEA), Special Education		English Language Acquisition Program
	21st Century Community Learning Centers		Community Based English Tutoring
	Other (describe):		Art/Music Block Grant
	Other (describe):		School Gardens
	Other (describe):		Other (describe):
	Other (describe):		Other (describe):

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Programs	Prior Year District Carryovers	Current Year District Entitlements
Title I, Part A		$44,091
Title I, Part B, Even Start		
Title I, Part C, Migrant Education		
Title I, Part D, Neglected/Delinquent		
Title II Part A, Subpart 2, Improving Teacher Quality		$364
Title II, Part D, Enhancing Education Through Technology		
Title III, Limited English Proficient		
Title III, Immigrants		
Title IV, Part A, Safe and Drug-free Schools and Communities		
Title V, Part A, Innovative Programs – Parental Choice		
Adult Education		
Career Technical Education		
McKinney-Vento Homeless Education		
IDEA, Special Education		
21st Century Community Learning Centers		
Other (describe)		
TOTAL		$ 44,455

DISTRICT BUDGET FOR STATE PROGRAMS

Categories	Prior Year District Carryovers	Current Year District Entitlements
EIA – State Compensatory Education		
EIA – Limited English Proficient		
School and Library Improvement Block Grant		
After School Education and Safety Program		
Child Development Programs		
Educational Equity		
Gifted and Talented Education		
Tobacco Use Prevention Education – (Prop. 99)		
High Priority Schools Grant Program (HPSG)		
School Safety and Violence Prevention Act (AB 1113)		
Healthy Start		
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)		
English Language Acquisition Program		
Community Based English Tutoring		
Other (describe)		
TOTAL		$0.00

Part II: The Plan

St. HOPE Public Schools

St. HOPE began as an afterschool program (named St. HOPE Academy) in a portable classroom at Sacramento High School in 1989. In 2003, St. HOPE Academy expanded its educational focus and impact, opening St. HOPE Public Schools. St. HOPE Public Schools (SHPS) is a college preparatory, pre-K-12 independent charter school system that provides high-quality education to over 1,600 students. SHPS schools include Triumph Center for Early Childhood Education, Public School 7 - PS7 (K-8 elementary), Oak Park Prep Academy (7 – 8 middle school) and Sacramento Charter High School (9-12 grade).

Since opening, SHPS schools have significantly raised student achievement and college going-rates. PS7 is recognized as one of the top performing elementary – middle schools in the state, having eliminated the achievement gap (63% of students are at or above grade level in English language arts and 72% in math). PS7 was named charter school of the year in 2012 by the CA Charter Schools Association, was a National Blue Ribbon School nominee in 2011 and recognized by the CA Department of Education as a Distinguished School in 2010. Sac High has also shown significant gains, most notably with 95% of graduates meeting "A-G" university entrance requirements and 90% being accepted to a four-year college in 2014.

Focused on empowering students to obtain a four-year college degree and serve as leaders in their communities, SHPS students have longer school days, face demanding academic standards, begin exploring post-secondary options in kindergarten and perform 40 hours of service yearly when they reach high school.

Vision

To create one of the finest urban Pre-K through 12 public school systems in America.

Mission

To graduate self-motivated, industrious, critically thinking leaders who are committed to serving others, passionate about life-long learning and prepared to earn a degree from a four-year college.

Five Pillars

Underlying the vision and mission are the principles guiding the day-to-day instruction at Sac High, referred to as the 5 Pillars:

1. **High Expectations**

   St. HOPE Public Schools has high expectations for academic achievement and conduct that are clearly defined, measurable, and make no excuses based on the background of students. Students, parents, teachers, and staff create and reinforce a culture of achievement and support through a range of formal and informal rewards and consequences for academic performance and behavior.

2. **Choice and Commitment**

   Students, their parents, and the staff of St. HOPE Public Schools choose to participate in the program. No one is assigned or forced to attend. Everyone must make and uphold a commitment to the school and to each other to put in the time and effort required to achieve success.

3. **More Time**

   St. HOPE Public Schools knows that there are no shortcuts when it comes to success in academics and life. With an extended school day, week, and year, students have more time in the classroom to acquire the academic knowledge and skills that prepare them for

competitive colleges, as well as more opportunities to engage in diverse extracurricular experiences.

4. **Focus on Results**
St. HOPE Public Schools focuses relentlessly on high student performance through standardized tests and other objective measures. Just as there are no shortcuts, there are not exceptions. Students are expected to achieve a level of academic performance that will enable them to succeed in the nation's best colleges and the world beyond.

5. **Power to Lead**
St. HOPE Public Schools and OPPA train all students to become leaders and model leadership qualities through all staff members. Principals are given independent control of staffing and budget decisions. In addition to Principals, staff members who demonstrate necessary leadership potential are given responsibility extending beyond a single classroom. Most importantly, students are given leadership development training and opportunities to practice leadership skills on a daily basis inside and outside of the classroom.

A Board of Directors provides oversight to the schools. The system is led by a superintendent and a small staff team that provides centralized support to the schools including financial services and budget, human resources, data and evaluation and fundraising.

School Profile

Oak Park Preparatory Academy (OPPA) is as an independent charter school authorized by Sacramento City Unified School District (SCUSD). The school is up for charter renewal in 2014-15. Opened in August 2012, OPPA is a modified, year-round college prep middle school in its third year of operations that serves students in 7 – 8 grades. OPPA is located on the campus of Sacramento Charter High School at 2315 34th Street and primarily serves students from the immediate geographic area surrounding the school, the neighborhood of Oak Park.

OPPA opened with 60+ 7th graders and now serves approximately 130 students in grades 7 and 8. Over 80% of students are eligible for free or reduced-price meals as part of the National School Lunch Program. The OPPA student population is inclusive of students with a wide range of talents and abilities. OPPA also provides Special Education services, and offers an English Language Development Program to students whose native language is one other than English. The chart that follow provide four years of demographic data.

Race/Ethnicity	2012-13	2013-14
African American	48%	51%
American Indian	0%	2%
Asian	3%	3%
Filipino	2%	0%
Latino	34%	34%
Pacific Islander	2%	3%
White	2%	3%
2 or More Races	9%	9%

Other Demographics	2012-13	2013-14
SED (FRPL)	94%	81%
Special Education	11%	11%
English Learners	13%	12%
Foster Youth	NA	<1%

OPPA is founded upon the belief that all students, regardless of their background or circumstances, can achieve at the highest academic levels and erase the achievement gap within the community. The school maintains an unwavering belief in the power and potential of our students. OPPA educates students to excel in a rigorous high school, succeed at a four-year university and lead in their chosen profession. The following characteristic describe the OPPA stakeholders. We are …

- *Hard workers.* Oak Park Prep students and staff spend over nine hours at school every day to ensure that students experience continuous academic growth and success. During

those nine hours of instruction teachers and students are engaged in rigorous academic work designed to push students to new levels of learning. Every day Oak Park Prep students receive two-hundred and ten minutes of literacy instruction because we believe that literacy is the most important skill which will ensure our students' future academic and professional success. Every member of the Oak Park Prep community not only works hard, but also works smart to maximize instructional time so that every single second is used for learning.

- **Disciplined leaders.** The Oak Park Prep community believes that a "no excuses" culture is the key to student achievement. Teachers and leaders are warm but strict at all times. Students understand that their teachers care for them and, therefore, will let nothing stand in the way of their success. Oak Park Prep is a structured learning environment which creates a safe space for learning, saves time for instruction, and encourages warm and positive interactions between students and staff. All members of the Oak Park Prep community are expected to act as leaders and therefore always exemplify professionalism.
- **Accountable stakeholders.** Students, families, teachers, and leaders at Oak Park Prep understand their role in educating students and commit to executing it without excuses. Teachers and leaders commit to communicate with families, to live our mission and vision, and to own the academic performance of our students. Students commit to following our school values of preparedness, respect, engagement, and professionalism. Families commit to support our academic program, ensure that students come to school on time and in uniform, and support academics outside of school. All stakeholders hold each other accountable for their roles in a respectful manner.
- **Achievement-oriented professionals.** Student achievement is Oak Park Prep's bottom line. We believe that numbers don't lie and measurable student outcomes matter deeply. The Oak Park Prep community possesses a laser-like focus on student achievement. Teachers and leaders analyze assessment data and adjust our instruction to best educate our students. We provide extra supports and devote extra time to ensure our students experience continuous measurable academic growth. We believe that student achievement is a direct measurement of the success of our mission.
- **Continuously improving scholars.** The phrase "good enough" do not exist at Oak Park Prep. All stakeholders work continuously to improve because students deserve nothing less. Teachers and leaders work to refine their practices and push students to higher academic levels. Students come to school to work hard every day because they know the harder they work, the smarter they get. Families want the best for their students and continuously support Oak Park Prep and their scholars. All stakeholders possess a hunger for excellence which will never be satisfied.

All stakeholders also agree to act according to the following PREP values:

- **Preparedness.** We come to school with lesson plans and homework completed. . We come in uniform with our materials organized neatly. We come with a good attitude, ready to teach and learn.
- **Respect.** All stakeholders respect each other and their roles at our school. Teachers teach, students learn, and families and leaders support. When we disagree with our teammates we do so by valuing them, acting with humility, and holding them accountable. We respect each other by following the rules and always executing our roles at an extremely high level.
- **Engagement.** When we are at school we are constantly and enthusiastically engaged in the work of teaching and learning. We act with optimism, passion, and joy.
- **Professionalism.** We keep a clean, neat, and organized environment. We dress like professionals. We address each other with respect.

Needs Assessment

In the spring of 2014, St. HOPE Public Schools conducted a system-wide needs assessment that included a comprehensive data and instructional program review by school site. State and local data was collected and analyzed for each of the nine priority areas identified by the state of California, with an emphasis on academic achievement measures. A variety of data sources were accessed including: AYP, API and CELDT reports and staff, faculty, student and parent surveys. The information was reviewed by each of the school's School Site Councils, administrative and staff teams and student focus groups. Four themes emerged as areas for growth: (1) college readiness; (2) student engagement; (3) school safety, facilities and culture; and (4) parent engagement. These themes led to the system-wide goals highlighted in the next section.

A summary of the needs assessment results for OPPA is provided below.

Enrollment. OPPA has grown from about 60 students to 130 over the last three years. A summary of enrollment by grade level since opening is provided below.

Enrollment			
Grade	2012-13	2013-14	BOY 2014-15
7	64	59	64
8	-	62	73
Total	64	121	137

The school documented a 73% retention rate from census day in 2012-13 to the first day of school 2013-14.

Academic Performance. Due to the change in state assessment systems from CST's in ELA and math to Smarter Balance, OPPA currently has only one year of state test data to assess performance. The school, however, conducts ongoing assessment and data analysis as a key instructional strategies and implements regular standards-based benchmark tests to monitor student progress and mastery. CELDT scores provide additional data for English language learners.

2013 CST Scores		
% Proficient/Advanced	OPPA Goal	OPPA Actual
ELA	75%	73%
Black/African American		69%
Hispanic/Latino		82%
Socio-econ. Disadv.		71%
English Lang Learners		43%
Math	75%	78%
Black/African American		80%
Hispanic/Latino		81%
Socio-econ. Disadv.		77%
English Lang Learners		71%

Approximately 12-13% of OPPA students are English learners. Below are the CEDLT results, which measure progress towards English fluency.

CEDLT	2012-13	2013-14
Advanced	1 (13%)	6 (50%)
Early Advanced	4 (50%)	4 (33%)
Intermediate	3 (38%)	1 (8%)
Early Intermediate	0	1 (8%)
Beginning	0	0
Fluent English Prof	*3 (5%)*	0
Redesignated FEP	*0*	0

The chart below shows the school's growth Academic Performance Index (API) for 2012-13. The state has suspended API scores for elementary and middle schools until data from the new assessment system is available.

2013 API	
Subgroup	Growth API
Schoolwide	887
Black/African American	869
Hispanic/Latino	920
Socio-econ. Disadv.	879

Teacher Qualifications. Teachers are the most impactful in-school determinant of student achievement. OPPA strives to recruit, hire, continually grow and retain highly qualified and effective teachers and has a current teaching corps of 10. The chart below shows the percentage of teachers who meet No Child Left Behind Highly Qualified Teacher status.

Teachers	2012-13	2013-14
Credentialed	75%	100%
NCLB HQ	75%	100%
NCLB Compliant	50% (2/4)	100%

All teachers at OPPA receive extensive professional development to ensure that they are high-performing and continuously improving. During the summer, teachers participate in three weeks of professional development to create curriculum, write lessons, learn Oak Park Prep's culture, and learn the common instructional practices used by highly-effective teachers. Throughout the school year, the principal of Oak Park Prep observes and provides feedback to teachers daily. Teachers also have 3 hours of professional development time each Wednesday to collaborate with their colleagues, analyze student achievement data, and develop their professional practice with the school leader.

School Climate. School culture, safety, and facilities are key components of creating an educational environment that facilitates student success. To ensure a safe campus and learning environment, OPPA has instituted the following practices and policies on campus:

- A uniform and dress code
- A closed campus
- Positive School Culture that includes:
  - Emphasis on character education, core values (PREP), and positive team-oriented environment (snaps)
  - Emphasis on teaching students to do things the right way (positive coaching) the first time instead of reactive punishments
  - All teachers use same behavioral management techniques, classroom procedures, and systems which provides a consistent environment for students
  - All teachers use merit/demerit system in a consistent manner

- All students held accountable to same high behavioral expectations on a daily basis (Demerit Detentions, Professional Work Club)

OPPA uses discipline data to inform decisions related to student behavior and culture, including suspension and expulsion data.

Suspension and Expulsion Rates		
	2012-13	2013-14
Suspensions	43	44
Expulsions	0	0
Suspension Rate	24.6	23.4

OPPA also surveys students, staff and parents to gather information on school climate. In 2012-13, 45% of students said they felt safe at school and 26% gave the school high ratings for cleanliness. In 2013-14, student ratings increased with 35% of students indicating they feel safe and 25% saying the school is clean. One hundred percent of staff said they felt safe in 2012-13 and 2013-14 and 71% said they felt students were safe (2013-14).

Student Engagement
OPPA considered many factors when assessing student engagement levels, with attendance and student retention two key data points. OPPA maintained an ADA over 90% during the 2013-14 school year. Student retention from 2012-13 to the 2013-14 school year was 73%. The most recent student survey results show an overall satisfaction rating of 34% and only 59% felt enough service and field lesson opportunities were offered.

Parent Involvement
Parent communication, empowerment and involvement are the foundation for successful students. OPPA employs a number of strategies to invest parents in student and overall school success as well as monitor satisfaction throughout the school year. In addition to more traditional involvement and communications strategies, including a School Site Council, student-parent handbook, back-to-school activities and parent-teacher conferences, OPPA has implemented a number of additional avenues for parents to engage in their child's education including: a Commitment to Excellence contract, a parent liaison, and an online system for monitoring students' attendance, homework and grades.

OPPA surveys parents semi-annually during the academic year. The survey asks parents to rate their satisfaction in areas such as school culture, academic expectations and the educational program, communications, and teacher-parent relations. OPPA also seeks out parents for one-on-one and small group meetings to find solutions to issues. Survey response rates range from 7 – 30% over the last few years.

Growth Areas
Based on the needs assessment, a number of growth areas have been identified. These growth areas informed the updating of school goals and implementation strategies.

Instructional Program
- A plan and resources for transitioning to the Common Core State Standards that incorporates addresses assessments, curriculum, instructional materials and professional development;
- Individual and group professional development and coaching opportunities that are differentiated based on teacher, administrator and staff needs including differentiated instructional strategies and effective, data-based instructional delivery;

- Maintain and expand extended learning opportunities (after school, intersession and summer) targeting lowest performing students;

Student Engagement
- Increased student retention from year to year;
- Expanded extracurricular and enrichment activities;
- More service projects

School Climate
- Strengthen Culture Week and strengthen homeroom and advisory curriculum to include character development;
- Review student behavior data regularly;
- Increased socio-emotional, health and wellness support services and resources for students such as counselors and community partnerships;
- Consistent teaching and reinforcement of school culture (continue activities that focus on positive behavior, academic performance and attendance);
- Ongoing training for staff in assertive discipline, classroom management and gang awareness;
- Enhance support programs and resources including refining the high school mentoring program and developing partnerships with community organizations for counseling and support services; and
- Better adhere to attendance policy and fully utilize SART/SARB.

Parent Involvement
- Improved communication between staff and families;
- Increased opportunities for parents to participate in site activities and training on how to place an active role in their child's education; and
- Implement home visit program.

System-Wide Goal 1: Ensure all students graduate prepared to attend and succeed at a four-year college/university

Performance Goal 1A: Demonstrate an increase of students, including all subgroups, who score proficient or advanced (or CAASPP equivalent) or move up one performance level from previous year in ELA.

Student groups and grade levels to participate in this goal:	**Anticipated annual performance growth for each group:**
All 7th & 8th Grade Math and ELA	*Math – 10% increase in students scoring proficient or advanced, or students will grow at least one proficiency band.*
	ELA – 10% increase in students scoring proficient or advanced, or students will grow at least one proficiency band.
	Note: Due to the shift from CST to Smart Balance for ELA and math, OPPA will gather baseline data in 2014-15, which will allow new targets to be set.
	Baseline Data:
	ELA: 31%
	Math: 25%
	Science: 77%
Means of evaluating progress toward this goal: Interim assessments (amplified benchmarks) Fountas and Pinnell Benchmark Assessment Accelerated Reader & STAR assessments Scholastic Math Inventory	**Data to be collected to measure academic gains:** Entry diagnostics Interim assessments (Amplify) STAR Reading Assessment SMI Math Assessment CST Results *(Smart Balance assessment beginning 2014-15)*

Planned Improvement in Student Performance in English Language Arts/Reading

Description of specific actions to improve student achievement in **Reading** and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
1.1 **Alignment of instruction with content standards (CCSS).** Oak Park Prep uses a dual approach to develop our college-preparatory curriculum: • Research-proven curricula suitable for students with varying learning needs will be used in tandem with internally developed curricula that is aligned with the California Standards (in selecting curricula, we have identified programs that can be easily adapted for students with special needs or identified as English language learners, align with and/or exceed California Standards, have strong internal assessments, and come with rigorous professional development); and • When research-proven curricula do not fully or adequately align to California Standards or fully prepare students for the demands of rigorous college-preparatory high schools, OPPA supplements these curricula with internally developed curricula. • Data reflection and intervention • Collaborate with Sac High teachers to improve vertical alignment and with PS7middle on horizontal alignment.	Teachers Principal	Pro Development Materials Curriculum Development		General Fund
1.2 **Use of standards-aligned instructional materials and strategies.** Oak Park Prep uses a variety of California Standards and Common Core Standards aligned Curriculum resources. Specifically, we draw from: • Various textbooks and curriculum series which is strongly aligned to California state standards in core content subject areas (ELA, Science, Math, Social Studies). • Common core aligned instructional materials • Two ELA classes with 30 minutes of small group reading instruction • Fountas and Pinnell Benchmark Assessment system and its accompanying Guided Reading Program. • Accelerated Reader and STAR Reading assessments	Teachers Principal	Materials		General Fund
1.3 **Extended learning time programs to support students outside of regular learning time** • After school study hall (voluntary) • Professional work club • Small group tutoring/support	Teachers Principal	Staffing Materials	$ 30,379.32	Title I

Description of specific actions to improve student achievement in **Reading** and reach the goals stated above for the SSD and each applicable student subgroup**:**	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
1.4 **Increased access to technology.** The school has 25+ laptops to be used by students for a variety of reasons (assessments, research, etc.): • Students utilize the laptops to complete Accelerated Reader Quizzes, and STAR assessments which tracks both the number of words our students read independently as well as their comprehension level on those books so we can better assign books which match their ability and interest levels. • Students are also able to take Reading Comprehension quizzes using AR so we can track their levels as the school year progresses. • Laptops carts in each classroom; Kindle Readers for small group reading instruction • Finally, we will utilize the computers to teach our students keyboarding skills and use them to do web-based research projects in English Language Arts, Science, and Social Studies. • ELA curriculum access through google drive and Edmodo platforms	Teachers Principal	Laptops and software (for student use)		(no new expenditures expected for 2013-14 from Title I)
1.5 **Staff development and professional collaboration aligned with standards-based instructional materials**, including 4-5 weeks of PD prior to school and weekly PD and data reviews. PD topics include: • Training on administering/scoring diagnostics • Best practices of behavior management, lesson execution, and standards-based lesson and unit planning. This includes staff analyzing California State Standards and state assessments to build long-term plans, unit plans, and lesson plans based upon objectives derived from California State Standards. • Training to administer the Fountas and Pinnell Benchmark Assessment which we use to assess our students reading comprehension levels. • Training for special education and ELA teachers on Fountas and Pinnell's Guided Reading Program • Trains teachers to identify low performing students and provided targeted supports/early interventions • Addressing the needs of students with differentiated learning styles, particularly students with disability, special learning needs (including gifted and talented) and LEP students • Integration of technology into curricula and instruction • Data driven decision-making in the classroom using benchmark assessments and tracking student academic achievement in the classroom and on state mandated assessments • Improve student behavior • Involve parents in their child's education	Teachers Principal	Staffing Materials Software (data)	$ 750	Title I General Fund

Description of specific actions to improve student achievement in **Reading** and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
1.6 **Involvement of staff, parents, and community** (including notification procedures, parent outreach, and interpretation of student assessment results to parents). Strategies include: • Weekly behavior and grade reports which parents sign and send back to school. • Parent training on what these different reports and assessments mean during our orientation sessions. • Staff emails and school cell phones are provided and parents are encouraged to communicate with staff. • Community/parent coordinator that facilitates parent engagement (St. HOPE Public Schools) • Creating home visit program for new students. • Expanding use of parent portal for updates. • Exploring parent volunteer hour requirements. • Adding additional parent education, involvement and volunteer opportunities to the school day and calendar (e.g. conferences, family orientations, lunch monitoring, monthly parent nights/meetings)	Principal Teachers Staff (OPPA and SHPS) Comm/parent liaison	Materials Software Postage Staff Other	$ 2,147	Title I
1.7 **Auxiliary services for students and** parents (including transition from preschool, elementary, or middle school): • Oak Park Prep has several orientations before school starts for parents, as well as numerous information sessions from January through June which provided information about Oak Park Prep's academic program to help families transition from elementary school into our program.	Principal Teachers Staff (OPPA and SHPS)	Staffing Materials		General Fund
1.8 **Monitoring program effectiveness** • The principal, teachers and SHPS staff (Chief Operating Officer and Dir, Student Services) will jointly be responsible for monitoring and reporting student academic performance. • Program effectiveness will be measured through the use of multiple state standards and college readiness aligned assessments as well as parent, teacher, parent, and student surveys. • Students at Oak Park Prep take a series of Benchmark assessments which are aligned the common core standards and which culminate in the End-of-Year exam which tests all standards taught throughout the school year. • Reading levels will be accessed using STAR reading program. Students will access four times a quarter to created reading growth trend lines. • Our students will also annually take the state mandated tests as well as the ACT Explore test which tracks college readiness in Reading, Math, Science, and Writing. Oak Park Prep also tracks our parent, teacher, and student satisfaction through annual surveys.	SHPS staff Principal	Staffing Indirect costs	$ 2,303.00	Title I

Description of specific actions to improve student achievement in **Reading** and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source

1.9 Targeting services and programs to lowest-performing student groups:
• Reading intervention program
• Math intervention program
• Intervention specialist (special education)
   o Oak Park Prep's Education Specialist co-teaches ELA and Math in the general education setting and works with both our Special Education students and other students who are performing significantly below grade level.
   o During ELA, our Education Specialist provides small group reading intervention and provides remedial instruction to catch students up to grade level – this is a supplement to the grade level standards instruction all of our students receive.
   o In math, our Education Specialist works with our lowest performing students by helping certain students fill-out notes and works in small groups with students who need additional help on that particular days objective
• After school study hall and professional work support'
   o Our math and ELA teachers also provide 30 minute of tutoring time at the end of the day to assist students with their homework and an hour of tutoring on Wednesdays during a study hall period.
• Intersession (as needed)
• City Year staff members will lead small groups
.
	Teachers
	Principal
		Staffing
		Materials
				General Fund

1.10 **Any additional services tied to student academic needs** (in addition to extended academic school day): • 120 minutes of literacy instruction • 120 minutes of math instruction • 4 hours of small group tutoring per week (available to students as necessary) • Push-in support from Special Education teacher (Inclusion model). This is described in the #9 prompt above. • Uniform and transportation assistance to homeless students (as outlined in the SHPS Homeless Education Policy).	Teachers Principal Staff	Homeless student assistance	$ 2,100	Title I

Performance Goal 1B: *All students will reach high standards, at a minimum, attaining proficiency or better in mathematics by 2013-2014.*

System-Wide Goal 1: Ensure all students graduate prepared to attend and succeed at a four-year college/university
Performance Goal 1B: Demonstrate an increase of students, including all subgroups, who score proficient or advanced (or CAASPP equivalent) or move up one performance level from previous year in Math.

Student groups and grade levels to participate in this goal: All 7th & 8th Grade Math and ELA	**Anticipated annual performance growth for each group:** *Math – 10% increase in students scoring proficient or advanced, or students will grow at least one proficiency band.* *ELA – 10% increase in students scoring proficient or advanced, or students will grow at least one proficiency band.* *Note: Due to the shift from CST to Smart Balance for ELA and math, OPPA will gather baseline data in 2014-15, which will allow new targets to be set.* *Baseline Data:* *ELA: 31%* *Math: 25%* *Science: 77%*
Means of evaluating progress toward this goal: Interim assessments (amplified benchmarks) Scholastic Math Inventory	**Data to be collected to measure academic gains:** Entry diagnostics Interim assessments SMI Math Assessment *Smart Balance assessment beginning 2014-15*

Planned Improvement in Student Performance in Mathematics

Description of specific actions to Improve Student Achievement in **Mathematics** and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
2.1 Alignment of instruction with content standards (CCSS). Oak Park Prep uses a dual approach to develop our college-preparatory curriculum: • Research-proven curricula suitable for students with varying learning needs will be used in tandem with internally developed curricula that is aligned with the California Standards (in selecting curricula, we have identified programs that can be easily adapted for students with special needs or identified as English language learners, align with and/or exceed California Standards, have strong internal assessments, and come with rigorous professional development); and • When research-proven curricula do not fully or adequately align to California Standards or fully prepare students for the demands of rigorous college-preparatory high schools, OPPA supplements these curricula with internally developed curricula. • Data reflection and intervention • Collaborate with Sac High teachers to improve vertical alignment and with PS7 middle teachers to align horizontally	Teachers Principal	Pro Development Materials Curriculum Development		General Fund
2.2 Use of standards-aligned, state approved instructional materials and strategies. Oak Park Prep uses a variety of California Standards and Common Core Standards aligned Curriculum resources. Specifically, we draw from: • Various textbook and curriculum series which is strongly aligned to California state standards in core content subject areas (ELA, Science, Math, Social Studies). • Common core aligned instructional materials • Daily objectives for the year derived from state standards and edited by OPPA's principal and then aligned to approved texts and curriculum materials. • College Prep Math (CPM) • Scholastic Math Inventory	Teachers Principal	Materials		General Fund
2.3 Extended learning time programs to support students outside of regular learning time • After school study hall (voluntary) • Professional work club • Small group tutoring/support (2 hours per week) • Two math classes per day (allows math instructor to re-teach 4, 5 and 6 grade standards) • Math intervention everyday on computerized self-paced program (lowest performing students receive basic computational skills instruction)	Teachers Principal	Staffing Materials	See Goal 1A	Title I

Description of specific actions to improve student achievement in **Reading** and reach the goals stated above for the SSD and each applicable student subgroup**:**	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
2.4 Increased access to technology. The school has 25+ laptops and a computer cart to be used by students for a variety of reasons (assessments, research, etc.): • Access to websites to play math skills games during tutoring • LCD projector and document camera are used by math instructor daily in instruction. • Laptop carts in each classroom.	Teachers Principal	Laptops and software (for student use)		(no new expenditures expected for 2013-14 from Title I)
2.5 Staff development and professional collaboration aligned with standards-based instructional materials, including 4-5 weeks of PD prior to school and weekly PD and data reviews. PD topics include: • Training on administering/scoring diagnostics • Best practices of behavior management, lesson execution, and standards-based lesson and unit planning. This includes staff analyzing California State Standards and state assessments to build long-term plans, unit plans, and lesson plans based upon objectives derived from California State Standards. • Best practices in teaching math content – such as what steps students should use, academic vocabulary and the best way to sequence lesson objectives. • Trains teachers to identify low performing students and provided targeted supports/early interventions • Addressing the needs of students with differentiated learning styles, particularly students with disability, special learning needs (including gifted and talented) and LEP students • Integration of technology into curricula and instruction • Data driven decision-making in the classroom using benchmark assessments and tracking student academic achievement in the classroom and on state mandated assessments • Improve student behavior • Involve parents in their child's education	Teachers Principal	Staffing Materials Software (data)	See Goal 1A	Title I General Fund

2.6 Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents). Strategies include: • Weekly behavior and grade reports which parents sign and send back to school. • Parent training on what these different reports and assessments mean during our orientation sessions. • Staff emails and school cell phones are provided and parents are encouraged to communicate with staff. • Community/parent coordinator that facilitates parent engagement (St. HOPE Public Schools) • Creating home visit program for new students. • Expanding use of parent portal for updates. • Exploring parent volunteer hour requirements. • Adding additional parent education, involvement and volunteer opportunities to the school day and calendar (e.g. conferences, family orientations, lunch monitoring, monthly parent nights/meetings)	Principal Teachers Staff (OPPA and SHPS) Comm/parent liaison	Materials Software Postage Staff Other	See Goal 1A	Title I
2.7 Auxiliary services for students and parents (including transition from preschool, elementary, or middle school): • Oak Park Prep has several orientations before school starts for parents, as well as numerous information sessions from January through June which provided information about Oak Park Prep's academic program to help families transition from elementary school into our program.	Principal Teachers Staff (OPPA and SHPS)	Staffing Materials		General Fund
2.8 Monitoring program effectiveness • The principal, teachers and SHPS staff (Chief Operating Officer and Dir, Student Services) will jointly be responsible for monitoring and reporting student academic performance. • Program effectiveness will be measured through the use of multiple state standards and college readiness aligned assessments as well as parent, teacher, parent, and student surveys. • Students at Oak Park Prep take a series of Benchmark assessments which are aligned to the common core standards and which culminate in the End-of-Year exam which tests all standards taught throughout the school year. • Our students will also annually take the CAASP tests as well as the ACT Explore test which tracks college readiness in Reading, Math, Science, and Writing. Oak Park Prep also tracks our parent, teacher, and student satisfaction through annual surveys.	SHPS staff Principal	Staffing Indirect costs	See Goal 1A	Title I

Description of specific actions to improve student achievement in **Reading** and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source

2.9 Targeting services and programs to lowest-performing student groups:
• Reading intervention program
• Math intervention program
• Intervention specialist (special education)
  o Oak Park Prep's Education Specialist co-teaches ELA and Math in the general education setting and works with both our Special Education students and other students who are performing significantly below grade level.
  o During ELA, our Education Specialist provides small group reading intervention and provides remedial instruction to catch students up to grade level – this is a supplement to the grade level standards instruction all of our students receive.
  o In math, our Education Specialist works with our lowest performing students by helping certain students fill-out notes and works in small groups with students who need additional help on that particular days objective
• After school study hall and professional work support'
  o Our math and ELA teachers also provide 30 minute of tutoring time at the end of the day to assist students with their homework and an hour of tutoring on Wednesdays during a study hall period.
• Intersession (as necessary).
• City Year staff members will lead small groups
	Teachers
	Principal
		Staffing
		Materials
				General Fund

2.10 Any additional services tied to student academic needs (in addition to extended academic school day): • 120 minutes of literacy instruction • 120 minutes of math instruction • 4 hours of small group tutoring per week (as needed per student) • Push-in support from Special Education teacher (Inclusion model). This is described in the #9 prompt above. • Uniform and transportation assistance to homeless students (as outlined in the SHPS Homeless Education Policy).	Teachers Principal Staff	Homeless student assistance	See Goal 1A	Title I

Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

System-Wide Goal 1: Ensure all students graduate prepared to attend and succeed at a four-year college/university	
Performance Goal 2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics	
SCHOOL GOAL: All ELL will score intermediate or above (Overall) on the annual CELDT; ELL will attain proficiency rates on the CST at the same rate as their peers to meet Annual Measureable Objectives (see Goals 1a and 1b).	
Grade levels to participate in this goal: All	**Anticipated annual performance growth:** See targets above.
Means of evaluating progress toward this goal: CELDT STAR Reading Assessments SMI Math Assessments Interim assessments	**Data to be collected to measure academic gains:** CELDT scores *Smart Balance beginning in 2014-15* Interim assessment scores STAR Reading Growth Scaled Scores SMI Scaled Scores

Planned Improvement in Student Performance for English Language Learners

Description of specific actions to Improve Student Achievement and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
All ELL students will receive the same academic content as those students who are native English speakers **(See Goals 1a and 1b)**. In addition, the OPPA will: • Use the Sheltered English Immersion (SEI) protocol. All instruction at Oak Park Prep will be in English. However, the level of English used for instruction—both oral and written—will be modified appropriately for each ELL student. • Staff will participate in professional development opportunities in these areas as they become available through the Office of Bilingual Education. • Faculty will be provided with specialized curricular materials to enable ELL students to achieve proficiency and attain the high standards established for all students. We will directly provide or outsource appropriate support services that may be needed by ELL students in order to achieve and maintain a satisfactory level of academic performance. • Pull-out instruction will focus on increasing basic English - including vocabulary, grammar, reading and writing - so that students can perform and participate in their regular classes. When possible, in order to minimize disruption to the student's daily schedule, these services will take place outside of normal class time. • Home-school correspondences are translated using a document service company. During the planning year, we will secure ELL experts to help design and review our ELL services. • All Oak Park Prep students, including ELL students, will receive instruction using methods proven to be effective for developing English proficiency. Students will be taught academic language explicitly and this language will be fully embedded in the culture of the school so that it is reinforced in every classroom regardless of the subject area. Initially EL students will be able to use some native language and/or colloquial speech for personal narratives while developing their English skills. Vocabulary building exercises will be incorporated into all classes so that students learn academic vocabulary in the content-specific context making it meaningful and relevant. • As a team, teachers will set writing goals for ELL students which are monitored and assessed frequently. Assessments evaluated as a measure of meeting these goals will primarily be informal assessments (such as writing samples form a journal or class assignment rather than a unit exam). Title III funding NA	Principal Teacher	See goals 1a and 1b	See goals 1a and 1b	General Fund

System-Wide Goal 1: Ensure all students graduate prepared to attend and succeed at a four-year college/university

Performance Goal 3: By 2005-06, all students will be taught by highly qualified teachers.

Summary of Needs and Strengths for Professional Development
Based on a needs assessment of teacher data for your school/district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

[Description of activities under Title II, Part A, Subpart 1, Grants to SSD]

STRENGTHS	NEEDS
- Extensive Professional Development - The Teaching Taxonomy (Teach Like a Champion) - Best Planning Practices (Long-Term and Lesson Planning) - School Culture and Operations Manuals - Extensive Planning and Preparation - Lesson plans submitted two weeks ahead of time to receive feedback - All teachers use a consistent lesson planning structure, format, and teaching techniques aligned to best practices - All lesson plans include teacher plan and student material - Intervention Driven assessment - Student receive math and ELA instruction at their individual level every day - Data Driven Instruction - Interim Assessments given every quarter - Professional development day follows every interim assessment day to evaluate data and action plan	BTSA (Beginning teacher support and assessment) Ongoing training on working with English Language Learners

System-Wide Goal 1: Ensure all students graduate prepared to attend and succeed at a four-year college/university

Performance Goal 3: By 2005-06, all students will be taught by highly qualified teachers**.**

SCHOOL GOAL: 100% of teachers will be Highly Qualified.

Student groups and grade levels to participate in this goal: All	**Anticipated annual performance growth for each group:** NA
Means of evaluating progress toward this goal: Qualifications audit	**Data to be collected to measure academic gains:** Credential status Exam/coursework to demonstrate subject matter competency

Planned Improvements for Professional Development (Title II)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards: The Oak Park Prep college-preparatory curriculum will be implemented with rigorous professional development aligned to California Standards. During summer professional development, academic faculty will perform a detailed item by item analysis of assessments, including released Smart Balance items, to identify the precise areas of content knowledge and skills our students should master in each course at each grade level.	Principal Teachers	Planned PD (staff time)	See Goals 1a and 1b (Item #5)	General Fund

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
2. **How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:** Professional development time will allow teachers the space to collaborate with peers, analyze student data, construct action plans for individual students, and study best practices to ensure student achievement.	Curriculum (state-adopted)	Materials (books and other)	See Goals 1a and 1b (Items #5)	General Fund
3. **How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:** Professional development time will allow teachers the space to collaborate with peers, analyze student data, construct action plans for individual students, and study best practices to ensure student achievement.	Principal Teachers	Planned PD (staff time)	See Goals 1a and 1b (Item #5)	General Fund
4. **How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:** Funding and other resources will be provided to allow teachers to attain or maintain their HQT status as well as attend other professional development opportunities as deemed necessary to continual improvement.	Principal Teachers	Conferences (off-site) and best practices (school visits)	$ 364	Title IIA
5. **The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:** Research regarding resource allocation and professional development indicates that extensive professional development time is one of the most critical components put into place by high-performing and improving schools.[4] Oak Park Prep will provide teachers with extended time monthly and significant time weekly to address professional development needs.	Principal Teachers	Planned PD (staff time) Conferences (off-site) and best practices (school visits)	See Goals 1a and 1b (Item #5) See Item #4 above	General Fund
6. **How the SSD will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:** Teachers will receive PD on utilizing technology in the classroom for data-driven instruction as well as utilizing computer/online assessments.	Principal Teachers	Illuminate hardware (teacher and student computers)	See Goal 1a and 1b Item #5	General Fund

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[4] Odden, Archibald, Fermanich, & Gallagher. (2002). A Cost Framework for Professional Development. *Journal of Education Finance*. Vol. 28, No. 1.

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.): The school has purchased multiple laptops for teacher use as well as designated laptops for student use. Teachers will receive training on utilizing software to make data-driven decisions (Illuminate).	Principal Teachers	Hardware (teacher and student computers)	See Goals 1a and 1b Items # 4 and 5	General Fund
8. How the SSD, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the SSD Plan: The professional development plan was created as part of the school's charter petition with input from multiple stakeholders.	Principal Teachers	Planned PD (staff time)	See Goal 1a and 1b Item #5	General Fund
9. How the SSD will provide training to enable teachers to: **a. Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency** **b. Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn** **c. Involve parents in their child's education and** **d. Understand and use data and assessments to improve classroom practice and student learning** Teachers will conduct regular reflection on the student scores and behavior to facilitate assessment analysis and conduct action plans. Teachers then meet with the Principal during the weekly two hour professional development, and/or teacher preparatory time to closely analyze the data and create an action plan divided by class, homogenous groups and individual students based on the results. Professional development days are facilitated by the Principal to implement an action plan and create opportunities for teachers to reflect upon their own teaching and student learning.	Principal Teachers Staff	Planned PD	See Goal 1a and 1b Item #5	General Fund
10. How the SSD will use funds under this subpart to meet the requirements of Section 1119: See above.	Principal Teachers Staff	Planned PD	See Goal 1a and 1b Item #5	General Fund

System-Wide Goal 2:	Ensure all students are educated in learning environments that are clean, healthy and safe.
Performance Goal 4:	Increase the percentage of staff, students and parents who state on the annual survey that OPPA is clean, safe and has a positive school culture annually until it reaches at least 90%.

See the school's Handbook for further information on culture/behavior expectations.

Environments Conducive to Learning (Strengths and Needs)

STRENGTHS	NEEDS

• Positive School Culture
  o Emphasis on character education , core values (PREP), and positive team-oriented environment (snaps)
  o Emphasis on teaching students to do things the right way (positive coaching) the first time instead of reactive punishments
  o All teachers use same behavioral management techniques, classroom procedures, and systems which provides a consistent environment for students
  o All teachers use merit system in a consistent manner
  o All students held accountable to same high behavioral expectations on a daily basis (Academic Extension, Professional Work Club)
 	
• Community Circle
  o Tribe norms
  o Culture and current events
 	
• Extensive Professional Development
 	
• School Culture and Operations Manuals
 	
• Positive staff culture which emphasizes teamwork and consistency
 	
• Oak Park Prep is a "We" school instead of an "I" school
 	
• Parents/Guardians are contacted by staff regarding absences and tardiness
 	
• Schoolwide discipline policy is communicated to students and parents, outlined in Handbook, etc. and fully implemented
	Staff need ongoing training in assertive discipline and classroom management
	
	Parents need training opportunities and information in order to have an active role in their children's education
	
	Need more support staff to provide counseling to students
	
	Need to create more partnerships with community organizations for support services to students
	
	Bullying prevention
	
	Build parent involvement and presence on campus

• Student receive character education during advisory	

Environments Conducive to Learning (Activities)

List of activities or programs supported (under NCLB or state-funded programs) that supports students physically, socially, emotionally intellectually and psychologically in environments that are conducive to learning. Include programs and strategies designed to address barriers to learning (including behavior and attendance).

Activities
PREP reports
Summer/new student orientations
New student assessments
Small community with open communications

Environments Conducive to Learning (4115(a)(1)(A))

Based on data regarding violence, alcohol, tobacco and other drug use in the schools and communities to be served, list strengths and needs to preventing risk behaviors.

STRENGHTS	NEEDS
Drug-free/tobacco free program (site) Schoolwide discipline program PREP reports Small community with open communications	Curriculum to prevent risky behaviors Anti- bullying curriculum/programs Parent groups

Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the SSD has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Please provide a general description of the nature of the programs to be conducted by the SSD under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." All ten of the required components must be addressed. (For more information on Schoolwide, please go to http://www.cde.ca.gov/sp/sw/rt; for Targeted Assistance go to http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp).

For schoolwide programs (SWP), describe how the SSD will bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:	Description of how the SSD is meeting or plans to meet this requirement:
• A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards.	• As a fourth year school, teachers and principal will analyze school in relation to state standards through ongoing interim assessments (standards based). See goals 1a, 1b, and 2. • Principal will develop professional development opportunities focused on proven (including best-practices) instructional strategies in all subject areas. See goals 1a, 1b and 3. • The school offers both mandatory (for identified students) and optional afterschool academic programs. See also goals 1a and 1b. • Differentiated instruction methods in all classes, as well as targeted intervention (intervention specialist) and afterschool programs for low-achieving students. • PD for all teachers and HR practices to attract high quality/highly qualified teachers. See goal 3. • The school will convene a School Site Council with parent members to build additional parent involvement. SHPS employs a community/ parent coordinator/liaison. See goals 1a and 1b for multiple ways school keeps parents up to date. • The school has multiple systems incorporated to address students who are experiencing difficulty in mastering the state standards including longer school days and a longer school year, flexible ability grouping, interventions and remediation; all of which are based on data-driven decision making on site. See also goals 1a and 1b.

Please describe the strategy the SSD will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."

For schoolwide programs (SWP), describe how the SSD will bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:	Description of how the SSD is meeting or plans to meet this requirement:
Describe the SSD's strategies for coordinating resources and efforts to retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	St. HOPE Public Schools and OPPA have strong partnerships with community agencies to recruit highly qualified teachers, as well as Teach for America and other intern programs (i.e., Brandman, Fortune).
Describe the SSD's strategies for coordinating resources and efforts to prepare parents to be involved in the school and in their children's education.	OPPA offers (or will offer) opportunities including: summer/new student orientations, Back to School nights, School Site Council, and a home visit program for new students.

Additional Mandatory Title I Descriptions
(continued)

Coordination of Educational Services	
In the space below, please describe how the LEA will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.	
Describe how the SSD will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:	Description of how the SSD is meeting or plans to meet this requirement:
a. ~~Even Start~~ b. ~~Head Start~~ c. ~~Reading First~~ d. ~~Early Reading First~~ e. ~~Other preschool programs~~ f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. Compare to programs listed on Page 11 of the SSD Plan to determine if all active programs have been addressed.	The school works with the SHPS special education department to address the needs of students with disabilities through IEPs; in particular, the school has an intervention specialist to work with students with disabilities. Limited English proficient students will be targeted on an individual basis as the school does not have a separate English Language Development (ELD) program. The principal and designated staff members will work to ensure that eliminate duplication across instructional programs through coordinated efforts and planning. SHPS's Director of Student Services uses targeted strategies to support foster and homeless youth, as well as to support students with 504 plans.

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.[5] The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Annie Cervenka	⊠	☐	☐	☐	☐
Amal Sharif	☐	☐	⊠	☐	☐
Marcos Perez	☐	☐	☐	⊠	☐
Clifford Bailey	☐	☐	☐	⊠	☐
Amber Abercrombie	☐	☐	☐	⊠	☐
Ronnie Chavez	☐	⊠	☐	☐	☐
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
Numbers of members in each category	1	1	1	3	0

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[5] *EC* Section 52852

Part III
Assurances and Attachments

ASSURANCES

To assure the SSD's eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.

2. The SSD will comply with all applicable supplement not supplant and maintenance of effort requirements.

3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.

4. The SSD will adopt and use proper methods of administering each such program, including – (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

5. The SSD will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.

6. The SSD will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.

7. The SSD will – (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.

8. The SSD has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/SSD Plan to the extent required under Federal law governing each program included in the consolidated application/SSD Plan.

9. Before the application was submitted, the SSD afforded a reasonable opportunity for public comment on the application and considered such comment.

9a. The SSD will provide the certification on constitutionally protected prayer that is required by Section 9524.

10. The SSD will comply with the armed forces recruiter access provisions required by Section 9528.

TITLE I, PART A

The SSD, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 411(b)(2) of the National Education Statistics Act of 1994.

12. If the SSD receives more than $500,000 in Title I funds, it will allow one percent to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95 percent of the allocation will be distributed to schools.

13. Inform the school community and parents of schoolwide program authority and the ability to consolidate funds from Federal, State, and local sources.

14. Provide technical assistance and support to schoolwide programs.

15. Develop the school plan pursuant to California *Education Code* Section 64001 and Section 1114 and undertake activities pursuant to Section 1115 so adequate yearly progress toward meeting the State student academic achievement standards is made.

16. Fulfill school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of Section 1116(b).

17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with Section 1120, and timely and meaningful consultation with private school officials regarding such services.

18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.

19. In the case of an SSD that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory

school attendance, ensure that such services comply with the performance standards established under Section 641A(a) of the Head Start Act.

20. Develop and implement plans or activities under sections 1118 and 1119 and California *Education Code* Section 64001*.*

21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

22. Inform the school community of the SSD's authority to obtain waivers on the school's behalf under Title IX.

23. Coordinate and collaborate, to the extent feasible and necessary with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 concerning factors that have significantly affected student achievement at the school.

24. Ensure, through the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.

25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress the school to determine whether it is making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in Section 1111(b)(3) within 12 years from the baseline year described in Section 1111(b)(2)(E)(ii).

26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.

27. Develop or identify examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and California *Education Code* Section 64001.

28. For schools in school improvement status, ensure that not less than ten percent of their Title I funds are spent to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.

29. Prepare and disseminate an annual SSD report card in accordance with Section 1111(h)(2).

TITLE I, PART D – SUBPART 2

30. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student

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with an individualized education program under Part B of the Individuals with Disabilities Education Act.

31. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.

32. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The SSD, hereby, assures that:

- The SSD will comply with Section 9501 (regarding participation by private school children and teachers).

- The SSD has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.

- The SSD will assure compliance with the requirements of professional development as defined in Section 9101 (34).

TITLE II, PART D

35. The SSD has an updated, local, long-range, strategic, educational technology plan in place that includes the following:

- Strategies for using technology to improve academic achievement and teacher effectiveness.

- Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.

- Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.

- Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.

- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.

- A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.

- A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.

- Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.

- A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.

- Collaboration with adult literacy service providers.

- Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.

- Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.

36. The SSD must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.

37. **Any SSD that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA** that the SSD will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
   - has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
   - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
   - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions

that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.

- Any SSD that <u>does</u> receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

38. The SSD assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the SSD Plan.

39. The SSD will be accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.

40. The SSD is complying with Section 3302 prior to, and throughout, each school year.

41. The SSD annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.

42. The SSD has based its proposed plan on scientifically based research on teaching limited-English-proficient students.

43. The SSD ensures that the programs will enable English Learners to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.

44. The SSD is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

45. The SSD assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of private schools to be served, teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).

46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.

47. The SSD assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.

48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.

49. The SSD has a plan for keeping the school safe and drug-free that includes:

- Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
- Security procedures at school and while students are on the way to and from school.
- Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
- A crisis management plan for responding to violent or traumatic incidents on school grounds.
- A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
  - Allows a teacher to communicate effectively with all students in the class.
  - Allows all students in the class to learn.
  - Has consequences that are fair, and developmentally appropriate.
  - Considers the student and the circumstances of the situation.
  - Is enforced accordingly.

50. The application and any waiver request under Section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

TITLE IV, PART A, SUBPART 3

51. The SSD assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case-by-case basis.

TITLE V, PART A

52. The SSD has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents, teachers and administrative personnel, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the SSD.

53. The SSD will comply with this Part, including the provisions of Section 5142 concerning the participation of children enrolled in private nonprofit schools.

54. The SSD will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.

55. The SSD will annually evaluate the programs carried out under this Part, and that evaluation:

- will be used to make decisions about appropriate changes in programs for the subsequent year;

- will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and

- will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

56. Uniform Management Information and Reporting System: the SSD assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:

(i) truancy rates;

(ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;

(iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and

(iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)

57. Unsafe School Choice Policy: the SSD assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The SSD will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated "persistently dangerous" in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

Other

58. The SSD assures that a minimum of 95 percent of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state's assessments program.

_Enoch Woodhouse_____
Print Name of Superintendent

_____
Signature of Superintendent

_____
Date

School Site Council Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan *(Check those that apply)*:

    ___ School Advisory Committee for State Compensatory Education Programs

    ___ English Learner Advisory Committee

    ___ Community Advisory Committee for Special Education Programs

    ___ Gifted and Talented Education Program Advisory Committee

    ___ Other *(list)*

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.

5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This school plan was adopted by the school site council at a public meeting on: November 5, 2014.

Attested:

Annie Cervenka_____
Typed name of school principal   Signature of school principal   Date

Marcos Perez _____
Typed name of SSC chairperson   Signature of SSC chairperson   Date

On May 30, 2002, the California State Board of Education (SBE) adopted the five goals and 12 performance indicators for No Child Left Behind, as set forth in the Federal Register Notice of May 22, 2002. The SBE's adoption of the specified goals and performance indicators represents California's commitment to the development of an accountability system to achieve the goals of NCLB.

Collectively, NCLB's goals, performance indicators, and performance targets constitute California's framework for ESEA *accountability*. The framework provides the basis for the state's improvement efforts, informing policy decisions by the SBE and implementation efforts by the California Department of Education (CDE) to fully realize the system envisioned by NCLB; it also provides a basis for coordination with the State Legislature and the Governor's Office.

California's NCLB Performance Goals and Performance Indicators

Performance Goal 1: *All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.*

1.1 **Performance indicator:** The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in Section 1111(h)(1)(C)(i).)

1.2 **Performance indicator:** The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in Section 1111(h)(C)(i).)

1.3 **Performance indicator:** The percentage of Title I schools that make adequate yearly progress.

Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

2.1. **Performance indicator:** The percentage of limited-English-proficient students, determined by cohort, who have attained English proficiency by the end of the school year.

2.2 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

2.3 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

Performance Goal 3*: By 2005-2006, all students will be taught by highly qualified teachers.*

3.1   **Performance indicator:** The percentage of classes being taught by "highly qualified" teachers (as the term is defined in Section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in Section 1111(h)(1)(C)(viii) of the ESEA).

3.2   **Performance indicator:** The percentage of teachers receiving high-quality professional development. (See definition of "professional development" in Section 9101(34).)

3.3   **Performance indicator:** The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in Section 1119(c) and (d).)

Performance Goal 4*: All students will be educated in learning environments that are safe, drug free, and conducive to learning.*

4.1   **Performance indicator:** The percentage of persistently dangerous schools, as defined by the State.

Performance Goal 5*: All students will graduate from high school.*

5.1   **Performance indicator:** The percentage of students who graduate from high school, with a regular diploma:

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and,
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

5.2   **Performance indicator:** The percentage of students who drop out of school:

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

APPENDIX B

Links to Data Web sites

Below is a listing of Web site links for accessing district-level data and information to be used by the SSD in developing this Plan:

- Academic Performance Index (API)
  http://www.cde.ca.gov/psaa/api/index.htm

- California Basic Educational Data System (CBEDS)
  http://www.cde.ca.gov/demographics/coord/

- California English Language Development Test (CELDT)
  http://www.cde.ca.gov/statetests/celdt/celdt.html

- California High School Exit Exam (CAHSEE)
  http://www.cde.ca.gov/statetests/cahsee/eval/eval.html

- California Standardized Test (CST)
  http://www.cde.ca.gov/statetests/index.html

- DataQuest
  http://data1.cde.ca.gov/dataquest/

- School Accountability Report Card (SARC)
  http://www.cde.ca.gov/ope/sarc/

- Standardized Testing and Reporting (STAR) Program
  http://www.cde.ca.gov/statetests/star/index.html

- Guide and Template for the Single Plan for Student Achievement
  http://www.cde.ca.gov/nclb/sr/le/singleplan.asp

- Guide and Template for the Local Educational Agency Plan
  http://www.cde.ca.gov/nclb/sr/le/

Science-Based Programs

Science-based research has provided evidence of effectiveness for the following school-based prevention programs. Each of the listed programs have been identified as a research-validated, exemplary, or model program by one or more of the following agencies: The California Healthy Kids Resource Center, the Center for Substance Abuse Prevention, United States Department of Education's Expert Panel, or the University of Colorado's Center for the Study and Prevention of Violence. Some of these programs are also discussed in the California Department of Education's publication Getting Results. Web sites where additional information can be found about each program's description, target population, and outcomes are listed below. The code in the last column of the menu provides a quick reference indicating which websites have information specific to each program.

A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center: Research-Validated Programs)

B: < http://www.colorado.edu/cspv/blueprints/model/overview.html >(University of Colorado: Blueprints)

C: < http://modelprograms.samhsa.gov/model_prog.cfm >(Center for Substance Abuse Prevention: Model Programs)

D: < http://www2.edc.org/msc/model.asp > (United States Department of Education: Expert Panel)

E: < http://www.gettingresults.org/ > (Getting Results)

School-Based Programs

Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
		Intended program outcomes and target grade levels. See research for proven effectiveness					
Across Ages	4 to 8	x	x	x		x	C,
All Stars™	6 to 8	x	x	x			A, C, D, E
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x		x			A, B, C, D,
Border Binge Drinking Reduction Program	K to 12	x			x		C,
Child Development Project/Caring School Community	K to 6	x		x	x	x	A, B, C, D, E
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				x		C
Cognitive Behavioral Therapy for Child Traumatic Stress	Families				x		C
Coping Power	5 to 8			x	x		C
DARE To Be You	Pre-K	x		x	x	x	A, C,
Early Risers Skills for Success	K to 6				x		C,
East Texas Experiential Learning Center	7	x	x	x	x	x	C
Friendly PEERsuasion	6 to 8	x					C
Good Behavior Game	1 to 6				x		B, C
High/Scope Perry Preschool Project	Pre-K				x	x	B, C, E
I Can Problem Solve	Pre-K				x		A, B, D
Incredible Years	K to 3				x	x	B, C,
Keep A Clear Mind	4 to 6	x	x				A, C,
Leadership and Resiliency	9 to 12					x	C,
Botvin's LifeSkills™ Training	6 to 8	x	x	x	x		A, B, C, D, E
Lions-Quest Skills for Adolescence	6 to 8					x	D, C, E
Minnesota Smoking Prevention Program	6 to 10		x				A, D, E

Name		Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Olweus Bullying Prevention	K to 8				x		B, C, E
Positive Action	K to 12	x	x	x	x	x	C, D,
Project ACHIEVE	Pre-K to 8				x	x	A, C, E
Project ALERT	6 to 8	x	x	x			A, C, D, E
Project Northland	6 to 8	x		x			A, B, C, D, E
Project PATHE	9 to 12					x	B, E
Project SUCCESS	9 to 12	x	x	x			C,
Project Toward No Drug Abuse (TND)	9 to 12	x	x	x	x		C,
Project Toward No Tobacco Use (TNT)	5 to 8		x				A, C, D, E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				x		A, B, C, D,
Protecting You/Protecting Me	K to 5	x					C,
Quantum Opportunities	9 to 12					x	B, E
Reconnecting Youth	9 to 12	x		x	x	x	A, C, E
Responding in Peaceful and Positive Ways	6 to 12			x	x		C, D, E
Rural Educational Achievement Project	4				x		C
School Violence Prevention Demonstration Program	5 to 8				x		C
Second Step	Pre-K to 8				x		A, C, D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	x			x	x	B, C, D, E
SMART Leaders	9 to 12			x			C
Social Competence Promotion Program for Young Adolescents (SCPP-YA)	5 to 7			x			C
Start Taking Alcohol Risks Seriously (STARS) for Families	6 to 8	x					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				x		C, D,
Too Good for Drugs	K to 12	x	x	x	x		C

Community and Family-based Programs							
Intended program outcomes and target setting. See research for proven effectiveness							
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					x	B, E
Brief Strategic Family Therapy	Families			x			B, C,
CASASTART	Community			x	x		B, C, D,
Communities Mobilizing for Change	Community	x					C
Creating Lasting Family Connections	Families (6 to 12)	x		x		x	A, C, D,
Families And Schools Together (FAST)	Families				x		C,
Family Development Research Project	Families				x		C
Family Effectiveness Training	Families				x		C,
Family Matters	Families	x	x				C
FAN (Family Advocacy Network) Club	Families			x		x	C
Functional Family Therapy	Families	x		x	x		B, E
Home-Based Behavioral Systems Family Therapy	Families				x		C
Houston Parent-Child Development Program	Parents					x	C
Multisystemic Therapy	Parents			x	x		B, C, E
Nurse-Family Partnership	Parents		x				B, C,

Parenting Wisely	Parents				x		C,
Preparing for the Drug Free Years	Parents (4 to 7)	x		x		x	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	x	x	x			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					x	C
Stopping Teenage Addiction to Tobacco	Community		x				C
Strengthening Families Program	Families (4 to 6)	x		x	x	x	A, C, D,

APPENDIX D

Research-based Activities (4115 (a)(1)(C)):
The SSD must designate and list the research-based activities (strategies and activities developed by the SSD to supplement the science-based programs listed above) selected from below:

Research-based Activities	*Research Summaries Supporting Each Activity:*
After School Programs	Getting Results Part I, page 77-78
Conflict Mediation/Resolution	Getting Results Part I, page 63-65 Getting Results Part I, page 127-129
Early Intervention and Counseling	Getting Results Part I, page 72 Getting Results Part I, page 100-101 Getting Results Part I, page 106-107
Environmental Strategies	Getting Results Part I, page 73-75 Getting Results Part II, page 47-48 Getting Results Part II, page 76-79 Getting Results Part II, page 89-94
Family and Community Collaboration	Getting Results Part I, page 104-105 Getting Results Part II, page 26-28 Getting Results Part II, page 33
Media Literacy and Advocacy	Getting Results Part II, page 45 Getting Results Update 3, page 22-24
Mentoring	Getting Results Part I, page 49
Peer-Helping and Peer Leaders	Getting Results Part I, page 104-106 Getting Results Update 3, page 43-45
Positive Alternatives	Getting Results Part I, page 79-81 Getting Results Part I, page 104-106 Getting Results Part I, page 108-109
School Policies	Getting Results Part I, page 66-72 Getting Results Part II, page 22-23
Service Learning/Community Service	Getting Results Part I, page 81-83 Getting Results Part II, page 46-47
Student Assistance Programs	Getting Results Part I, page 89-90
Tobacco-Use Cessation	Getting Results Part II, page 28 Getting Results Part II, page 42-43 Getting Results Part II, page 72-74
Youth Development/Caring Schools/Caring Classrooms	Getting Results Part I, page 121-123 Getting Results Part I, page 136-137 Getting Results Part II, page 28 Getting Results Update 1

APPENDIX E

Promising or Favorable Programs

Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.

A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center)

B: < http://www.colorado.edu/cspv/blueprints/model/overview.html > (University of Colorado: Blueprints)

C: < http://modelprograms.samhsa.gov/model_prog.cfm > (Center for Substance Abuse Prevention)

D: < http://www2.edc.org/msc/model.asp > (United States Department of Education: Expert Panel)

E: < http://www.gettingresults.org/ > (Getting Results)

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earlscourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D
Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A
Preventive Intervention	6 to 8			x			B
Preventive Treatment Program	Parents			x	x		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		x				A

Program	Level						Rating
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
Project Life	9 to 12		x				A
Project PACE	4					x	C
Project SCAT	4 to 12		x				A
Project Status	6 to 12			x	x	x	B
Safe Dates	School				x		B
Say It Straight (SIS) Training	6 to 12	x					D
School Transitional Environmental Program	9 to 12			x	x	x	B
Smokeless School Days	9 to 12		x				A
Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio-Moral Reasoning Development Program (SMRDP)	School				x		B
Storytelling for Empowerment	6 to 8	x		x			C
Strengthening Hawaii Families	Families			x			C
Strengthening the Bonds of Chicano Youth & Families	Communities	x		x			C
Syracuse Family Development Program	Family				x		B
Teams-Games-Tournaments Alcohol Prevention	10 to 12	x					C
Teenage Health Teaching Modules	6 to 12		x				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x				A
The Scare Program	School				x		D
The Think Time Strategy	K to 9				x		D
Tinkham Alternative High School	9 to 12					x	C
Tobacco-Free Generations	8 to 12		x				A
Viewpoints	9 to 12				x		B
Woodrock Youth Development Project	K to 8	x	x	x		x	C
Yale Child Welfare Project	Families				x		B